

# Advanced Placement Incentive Program Technical Assistance Session FY 2011 Competition



***Ivonne Jaime***  
***Shannon Mitchell***  
*High School Programs*  
*Office of Elementary and Secondary Education*  
*United States Department of Education*

# Before you begin . . .

- Please download a copy of the notice inviting applications (NIA) and application package.

✓ To access the NIA:

- Go to: <http://www.gpoaccess.gov/fr/index.html>
- Find: Quick Search
- Type: Advanced Placement Incentive Program
- Click: Search

✓ To access the application package:

- Go to: <http://www.grants.gov/>
- Go to: Find Grant Opportunities
- Go to: Basic Search
- Go to: Search by CFDA and enter 84.330

# Topics for Discussion

- Purpose
- Competition overview
- Eligibility
- Grant award and duration
- Use of funds
- Priorities
- Selection criteria
- Application narrative recommendations
- Budget information
- Additional documentation
- Registering on Grants.gov
- Submitting your application

# Purpose

Increase the successful participation of **low-income** students in **advanced placement** courses and tests.

# Definition

## Low-Income Individual

- A child, ages 5 through 19, from a low-income family.
- Five options for establishing low-income status.
  - ✓ Eligibility under the ***Free or Reduced-Price Lunch*** Program is likely to include the largest number of students and is generally the most familiar to schools.
  - ✓ For a complete list of options, please refer to the application package.

# Definition

## Advanced Placement Tests

- An advanced placement test administered by:
  - ✓ The College Board, the International Baccalaureate Organization and the University of Cambridge; or
  - ✓ Applicants may request approval of tests from other entities that provide comparable programs of rigorous academic courses through which students may earn college credit.
    - **Contact ED** prior to submitting your application to discuss the information you should provide.

# Competition Overview

- \$11.5 million in available funds.

- ✓ An estimated 17 grants will be made
- ✓ Awards made by August 2011

- Notice inviting applications:

- ✓ March 16, 2011 *Federal Register*

- Application package:

- ✓ Grants.gov: *search CFDA #84.330*

- Deadlines:

- ✓ April 15, 2011: Notice of intent to apply (optional)
- ✓ May 16, 2011: Application submission

# Eligible Entities

- State educational agencies
- Local educational agencies
- National nonprofit educational entities with expertise in advanced placement services



# Definition

## State Educational Agency

State board of education or other agency or officer primarily responsible for the supervision of ***public elementary and secondary schools*** in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law.

EDGAR § 77.1

# Definition

## Local Educational Agency

- Local educational agency (LEA)
  - ✓ With governing authority over schools in application; or
  - ✓ Educational service agency.
- Educational service agency
  - ✓ “A regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.” [sec. 9101 (17) of ESEA]
- Includes charter school LEAs and schools funded by Bureau of Indian Education.

# Definition

## National Nonprofit

- National status determined on a case-by-case basis, but relevant factors include:
  - ✓ Mission national in scope as established in the organization's founding documents; and
  - ✓ National presence as is indicated in the scope of its work.
- Applicant must also demonstrate expertise in advanced placement services.

# Eligibility

## Consortium Applications

- A consortium of ***eligible entities*** may apply as a group.
  - ✓ Must include a consortium agreement as part of the application.
  - ✓ For a detailed list of the items that need to be addressed in the agreement, please refer to the application package.

# Eligibility

## Eligible Schools

- Applicants ***must*** serve high schools, but also can provide services to feeder middle or junior high schools designated in the application.
- ***All schools*** named in the application must serve a high concentration of low-income students.

# Definition

## High Concentration

Used with respect to a school, the term means a school that serves a student population **40 percent** or more of whom are **low-income individuals**.

# Eligibility

## Feeder Patterns

- Can project the number of low-income students in a middle or high school based on the average poverty rate of the elementary school attendance areas that feed into the middle or high school.
  - ✓ Review the Title I non-regulatory guidance at <http://www.ed.gov/programs/titleiparta/wdag.doc> for specific guidance on how to calculate the projected rates.

# Eligibility

## Example of Feeder Pattern

Elementary	Low-income	Enrollment
School A	364	568
School B	163	329
<b>Total</b>	<b>527</b>	<b>897</b>

Elementary School A and Elementary School B are the feeder elementary schools for the high school named in the grant. The average poverty rate for the elementary schools is 59% (total number of low-income children (527) divided by total enrollment (897)). Therefore, the poverty percentage of the high school is **projected** to be 59%.



# Eligibility

## Questions?

# Grant Award and Duration

- Grant awarded for up to 36 months (not to exceed three years).
- Maximum award amount = up to \$650,000 per year.
  - ✓ Applications that exceed the maximum amount for **any** budget period **will not** be reviewed.
- Awards are made on a yearly basis.
  - ✓ Grantees must show progress in meeting the goals outlined in their approved application in order to receive a continuation award.

# Use of Funds

Funds must be used to expand access for low-income individuals to advanced placement programs that involve:

- ✓ Teacher training;
- ✓ Pre-advanced placement course development;
- ✓ Coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses;
- ✓ Books and supplies;
- ✓ Activities to increase the availability of, and participation in, on-line advanced placement courses; or
- ✓ Any other activity directly related to expanding access to and participation in advanced placement incentive programs, particularly for low-income individuals.

# Grant Award and Duration

## Use of Funds

Questions?

# Priorities

## Absolute Priorities (required)

- **Two** absolute priorities in the FY 2011 competition.
- Applicants **must** address the absolute priorities in the **Project Abstract, Project Narrative** and **Budget** (must provide budget worksheet (ED Form 524) and narrative) **sections** of the application to be considered for an award.

# Absolute Priority 1: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education (required)

This priority supports projects that provide students with increased access to rigorous and engaging coursework in ***STEM***.

# Absolute Priority 1: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education (required)

**Note:** The Advanced Placement Incentive program is designed to increase successful participation of low-income students in advanced placement courses and tests. Consequently, in responding to this priority, applicants must demonstrate how the project is designed to increase the **access** of **low-income students** to rigorous and engaging **pre-advanced placement** and **advanced placement** coursework in **STEM**.

## Absolute Priority 2: Expanding Access for Low-Income Individuals to Advanced Placement Program (required)

This priority supports projects that expand access for low-income individuals to advanced placement programs by:

- 1) Demonstrating an intent to carry out activities that target schools with a high concentration of low-income students (as defined in the notice) or local educational agencies (LEAs) serving schools with a high concentration of low-income students;



## Absolute Priority 2: Expanding Access for Low-Income Individuals to Advanced Placement Program (required)

- 2) Demonstrating a pervasive need for access to advanced placement incentive programs;
- 3) Demonstrating a focus on developing or expanding advanced placement programs and participation in the core academic areas of English, mathematics, and science;
- 4) Involving business and community organizations in the activities to be assisted;

## Absolute Priority 2: Expanding Access for Low-Income Individuals to Advanced Placement Program (required)

- 5) Assuring the availability of matching funds from State, local, or other sources to pay for the costs of activities to be assisted; and
- 6) Demonstrating an intent to carry out activities to increase the availability of, and participation in, on-line advanced placement courses.

## Absolute Priority 2: Expanding Access for Low-Income Individuals to Advanced Placement Program (required)

**Note:** In responding to this absolute priority, an application must:

- **Identify the specific schools** (both middle and high schools) that would receive project services, and provide evidence that each school currently (i.e., during the 2010-11 school year) has a **high concentration of low-income students**; and
- **Identify the amount and sources of matching funds.** Consistent with 20 U.S.C. 6536, matching contributions under the API program must be resources that add **new monies** to an applicant's current level of funding for advanced placement activities.

# Priorities

## Competitive Preference Priority

- **One** competitive preference priority.
- Applicants can select (or not select) to ***address in the Project Abstract section*** of the application the competitive preference priority.
- The Department awards an ***additional five points to an application that meets this priority.***

# Competitive Preference Priority

This priority supports projects that provide services to students enrolled in persistently lowest-achieving schools.

**Note:** To meet this competitive preference priority, the applicant must provide evidence in its application (***Project Abstract section***) that its proposed project will serve one or more persistently lowest-achieving schools (***Tier I and Tier II only***).

# Definition

## Persistently Lowest-Achieving Schools

- Please refer to the application package for the full definition of ***persistently lowest-achieving schools***.
- Each State's list of approved persistently low-achieving schools can be found in the School Improvement Grant application submitted by the State and approved by the U.S. Department of Education in 2010. Approved State applications can be found at:  
<http://www2.ed.gov/programs/sif/summary2010/index.html>

# Recommended Sections of the Application to Address Priorities

Priorities	Section of Application
Absolute Priority 1: Promoting STEM Education	Project Narrative
Absolute Priority 2: Expanding Access	
1) Demonstrating an intent to carry out activities in schools with a high concentration of low-income students.	<ul style="list-style-type: none"> <li>Names of schools provided in the Project Abstract.</li> <li>Names of schools and evidence must be included in Part 6: Other Attachment Form of the application.</li> </ul>
2) Demonstrating a pervasive need.	Project Narrative
3) Developing or expanding advanced placement programs in English, mathematics, and science.	Project Narrative
4) Involving business and community organizations.	Project Narrative
5) Assuring the availability of matching funds.	The matching requirement must be outlined in ED Form 524 Section B (non-Federal Funds) and Budget Narrative for non-Federal Funds.
6) Demonstrating intent to increase on-line advanced placement courses.	Project Narrative
Competitive Preference Priority	Project Abstract

# Project Abstract

For each school (both middle and high schools):

- ✓ Name and location of school (city and state)
- ✓ Indicate if the school is a persistently low-achieving school
- ✓ Percent of student enrollment from low-income families
- ✓ Option selected to determine students' low-income status

Name and location of school	Persistently low-achieving school (place a check in box)	Percent	Option



# Priorities

## Questions?

# Selection Criteria

**Note:** The maximum score for all selection criteria is **95** points. The points assigned to each criterion or subcriterion are indicated in parentheses.

# Selection Criteria

## Need for the Project

The extent to which the application demonstrates a pervasive need for access to advanced placement incentive programs by low-income individuals (**10 points**).

- ✓ Indicate the ***magnitude of the pervasive need*** for services by low-income students.
- ✓ Need for access is by ***low-income individuals*** specifically—not all students.
- ✓ Need is for access to Advanced Placement Incentive programs and the services and activities allowable under the statute—not just access to advanced placement courses.

# Selection Criteria

## Quality of Project Design

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (**10 points**).
  - ✓ Select **key goals** to guide the development of your project.
  - ✓ For each goal provide **objective(s) that measure** your progress in implementing the goal.
  - ✓ For each objective provide **yearly targets**.

# Selection Criteria

## Quality of Project Design

### Example

#### Goal:

- Increase the participation of low-income students in Advanced Placement Incentive programs.

#### Objective:

- By August 2014, the number of low-income students enrolled in ***advanced placement courses*** will increase to at least 35%.

#### Targets:

- Year I (2011-12 school year) Target: 25%
- Year II (2012-13 school year) Target: 30%
- Year III (2013-14 school year) Target: 35%

# Selection Criteria

## Quality of Project Design

2. The extent to which the proposed project demonstrates a focus on developing or expanding advanced placement programs and participation in the core academic areas of English, mathematics, and science (**15 points**).

- ✓ Describe the overall services/program that will be developed or expanded to increase participation in the academic areas of English, mathematics, and science.
- ✓ Explain how the services/program is focused on increasing participation in the core academic areas of English, mathematics, and science.

# Selection Criteria

## Quality of Project Design

3. The extent to which the proposed project will expand access to and participation in advanced placement incentive programs, particularly for low-income individuals (**10 points**).

- ✓ Describe the overall services/program that will be developed or expanded to expand access and participation in advanced placement incentive programs, particularly for low-income individuals.
- ✓ Explain why the services/program will increase access and participation in advanced placement incentive programs, particularly for low-income individuals.

# Selection Criteria

## Quality of Project Design

4. The extent to which the proposed project will increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded (**10 points**).

- ✓ Describe the overall services/program that will be developed to increase the rate at which students **succeed** in advanced placement tests.
- ✓ Explain why the services/program will increase the success rate of students in advanced placement tests.



# Selection Criteria

## Quality of Project Design

5. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (**15 points**).

- ✓ Describe your **comprehensive** effort to improve teaching and learning.
- ✓ Outline the proposed strategies for supporting **rigorous academic standards**.

# Selection Criteria

## Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (**10 points**).

- ✓ Note reference to clearly defined responsibilities.
- ✓ This is the road map for implementing your project.

# Selection Criteria

## Quality of the Management Plan

2. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (5 points).

- ✓ Identify the time commitment of project director and other key personnel.
- ✓ Align with responsibilities in management plan.

# Selection Criteria

## Quality of the Management Plan

3. Consistent with 34 CFR 75.209(a)(1)(iv), the extent to which the applicant demonstrates that it will have the capacity to report annually the data required by section 1705(f) of the ESEA and section VI. 5. (Performance Measures) of the notice (**10 points**).

# Selection Criteria

## Data Requirements

### Data Requirements: Section 1705 (f) of ESEA

- The number of **students** taking advanced placement courses disaggregated by subjects;
- The number of advanced placement **tests** taken by students disaggregated by subjects
- The number of **students scoring** at different levels on advanced placement tests disaggregated by subjects; and
- Demographic information on students that took advanced placement **courses and tests disaggregated** by race, ethnicity, sex, English language proficiency status, and socioeconomic status.

# Selection Criteria

## Data Requirements

### **Data Requirements: GPRA Performance Measures**

- The ratio of Advanced Placement (AP), International Baccalaureate (IB), and other advanced placement tests recognized by the Secretary taken in public high schools served by API grants to the number of seniors enrolled at those high schools.
- The ratio of AP, IB, and other approved advanced placement tests passed (AP tests receiving scores of 3 or higher, IB tests receiving scores of 4 or higher, or other advanced placement tests receiving equivalent scores) by low-income students in public high schools served by API grants to the number of low-income seniors enrolled at those schools.

# Selection Criteria

Questions?

# Application Narrative

## Recommendations

- Address the selection criteria in order.
- Limit the narrative to 40 pages (recommended, not required).
  - ✓ Clear, concise, and well-focused narratives tend to score more highly.
- Provide a detailed management plan.



# Budget Information

## Reminders

- Please review the budget guidance in the application package.
- Be aware of the supplement, not supplant provision and how it impacts how federal funds can be utilized and how you establish your non-Federal match.
- Prepare budget worksheets and budget narratives for each year of the project.
- Prepare budget worksheets (ED Form 524) and narrative for both the Federal budget and the non-Federal budget (matching).
  - ✓ ED Form 524—Section A (Federal)
  - ✓ ED Form 524—Section B (non-Federal)

# Budget Information

## Reminders

- Remember, reviewers consider your proposed budget.
- ED staff members review your proposed budget prior to award (34 CFR 75.232).
  - ✓ We may reduce your award if proposed costs are not reasonable, allocable to the grant, support an allowable activity under the program, or if they are ***not sufficiently explained.***

# Supplement Not Supplant

Funds provided under the API program must be used only to ***supplement***, and not to ***supplant***, other non-Federal funds that are available to expand access to advanced placement or pre-advanced placement courses and tests.

# Matching Funds

## Absolute Priority

- Applicants ***must*** provide matching funds from State, local, or other sources to pay for the costs of activities identified in the application.
  - ✓ Address in both ***the Budget Worksheet (ED Form 524 Section B) and Budget Narrative*** sections.
  - ✓ There is ***no specific amount or percentage*** of funds that must be contributed.

# Matching Funds

## Absolute Priority

- The matching requirement may be satisfied by either or both of the following:
  - ✓ Allowable costs incurred by the applicant; and/or
    - **Non-Federal grants**
    - **Cash donations from non-Federal third parties**
  - ✓ Third party in-kind contributions applicable to the project period.
- You ***may not*** include any costs or contributions that have been or will be counted towards satisfying a cost sharing or matching requirement of:
  - ✓ Another Federal grant agreement;
  - ✓ A Federal procurement contract; or
  - ✓ Any other award of Federal funds.

# Additional Documentation—Part 6: Other Attachment Form

- Absolute Priority—Evidence that named schools have a high concentration of low-income students
- Individual resumes for project director and key personnel
- Copy of indirect cost rate agreement (optional)
- Copy of consortium agreement (as applicable)
- Documentation that establishes an organization's status as a national nonprofit educational entity (as applicable)

Application Narrative  
Budget Information  
Other Attachment Form

Questions?

# Registering on Grants.gov

## Reminders

In order to apply for a grant, your organization must complete the Grants.gov registration process. The registration process can take between ***three to five business days or as long as four weeks*** if all steps are not completed in a timely manner. So please register early!

For detailed information on the ***Registration Steps***, please go to: [http://www.grants.gov/applicants/get\\_registered.jsp](http://www.grants.gov/applicants/get_registered.jsp).



# Registering on Grants.gov

## How to Register

Step 1: Obtain DUNS Number

Step 2: Register with CCR

✓ **VERY IMPORTANT NOTE:** Recent system problems have significantly slowed the CCR processing time. For this reason, if your organization is not registered in the CCR, ***we urge you to register as soon as possible***. If your organization is registered but you are unsure whether the registration is active (registration must be renewed annually), we urge you to check your registration status as soon as possible. The CCR system is available at the link below: <https://www.bpn.gov/ccr/>

Step 3: Username & Password

Step 4: AOR Authorization

Step 5: Track AOR Status

# Submitting Your Application

## Reminders

- Please review the ***Application Submission Procedures*** in the application package.
- Applications must be submitted electronically using the ***Governmentwide Grants.gov Apply site at*** <http://www.Grants.gov>.
- Applicants must attach any narrative sections of your application as files in a ***.pdf*** (Portable Document) format. If you upload a file type other than a .pdf file, or submit a password-protected file, ***we will not review that material.***

# Submitting Your Application

## Reminders

- Applications submitted to Grants.gov for the Department will be posted using Adobe forms. Therefore, applicants will need to **download the latest version** of Adobe reader (at least Adobe Reader 8.1.2).
- If you have problems accessing/navigating Grants.gov, please contact **Grants.gov Customer Support** at 1-800-518-4726.

# Deadlines

## ■ Notice of intent to apply:

- ✓ Encouraged, not required.
- ✓ Deadline: ***April 15, 2011.***
- ✓ Address: [AdvancedPlacementProgram@ed.gov](mailto:AdvancedPlacementProgram@ed.gov)

## ■ Application:

- ✓ Deadline: ***May 16, 2011.***
- ✓ Must be submitted by 4:30:00 PM, Washington, D.C. Time
- ✓ [Grants.gov](http://Grants.gov).

# Key Contact

Ivonne Jaime

U.S. Department of Education

400 Maryland Avenue, SW., room 3W246

Washington, DC 20202-6200.

Telephone: (202) 260-1519.

Email: [AdvancedPlacementProgram@ed.gov](mailto:AdvancedPlacementProgram@ed.gov).

Website: <http://www.ed.gov/programs/apincent/index.html>

Questions?